

*Original Paper*

# Delivering Management Training and Development Programmes: A Case of Non-Oil International Organizations in Post-Crisis Libya after 2011

Ahmed Mustafa Younes<sup>1, 2\*</sup><sup>1</sup> Leeds Metropolitan University, UK<sup>2</sup> Tripoli University, Libya\* Ahmed Mustafa Younes, E-mail: [Ahmed\\_younes35@yahoo.com](mailto:Ahmed_younes35@yahoo.com)**Abstract**

*This article investigates how non-oil international organizations in Libya (NOIOL) deliver and implement Management Training and Development Programmes (MTDP). The recent situation of MTDP in Libya after the crisis of 2011 and factors that may influence the implementation and delivery are explored. A questionnaire approach was applied and distributed to (150) participants at managerial level working in 19 NOIOL from different sectors. The SPSS analysis software was applied, several tests were used, and significant and non-significant outcomes were presented. The results indicated that most NOIO were delivering MTDP externally and assistance was acquired from external providers. MTDP was only delivered when new technology is updated. Likewise, different MTDP methods were used by either external providers or NOIO. The minority of participants agreed and strongly agreed that MTDP was delivered effectively. On and off-the-job-training was positively used by the construction and banking sectors as well as to some degree by small and international organizations. External training was used by manufacturing, service and banking sectors, and all small, medium and large sized organizations. Negative influence was also found when a new manager was recruited in joint venture and international organizations. Case studies, interactive video, conference/seminars and job rotation were the most positively used methods by both NOIO and external providers. Our findings suggested that different methods should be used and MTDP should be conducted at different time to be effective. It was recommended that NOIO should improve their internal training centres rather than relying on external providers.*

**Keywords**

*delivering and implementing MTDP (D&IMTDP), non-oil international organizations in Libya (NOIOL), Post Crisis Libya (PCL)*

## 1. Introduction

For many years, training and development (T&D) has been one of the function of HRD; as Swanson & Holton (2008) stated that, has two key functions; the first one is organizational development and the second one is T&D. Therefore HRD is to increase individual and organizational performance, effectiveness and outputs (Stewart & McGoldrick, 1996). HRD function can be seen as a key in meeting regular commitments and improving value by applying new methods and techniques (Abdullah, 2009; Trehan, & Rigg, 2011).

T&D aims to increase and expand worker's skills and performance, as well as targeting and developing individuals' capabilities in order to allow transfer to future position (Anderson, & Gilmore, 2010; Dowling & Welch, 2004). T&D programmes are connected as full models for both individual and organizations (Buckley & Caple, 2007; Sundarajan, 2007; Noe et al., 2006).

There seems to be some evidence that T&D can positively affect organizational performance, especially when linked with strategy (Taplin and Winterton, 2007, p. 8). All development and training programmes should be tailored to meet both the needs of the individual and that of the organization (Younes et al., 2013, p. 19).

In this article, the author intends to explore how NOIOL deliver and implement MTDP (D&IMTDP) as this stage is the third stage of the four cycles of HRD activities (the others being MTDP needs assessment, MTDP design and MTDP evaluation) in Libya after the 2011 crisis; To offer some significant information, this paper will first present some information about Libya and NOIOL. Secondly, this paper will generally review literature based on D&IMTDP and specifically in NOIOL. The methodological approach is discussed, and finally, suggestions based on findings are also provided in this paper.

## 2. Libyan Overview

Libya is known as an Arab country. It is located in the North African region, and is well known as a gateway between Africa and western countries. It plays a major role in linking the eastern region of the Arab countries to the Arab Maghreb counties, sharing similar culture, religion and history. Libya is rich in natural resources, with one of the strongest balance sheets among A-rated sovereigns. It is the fourth largest country in Africa, covering a long Mediterranean coast of about 2,000 km and occupies nearly 1,774,440 square km with a population of 5.7 million inhabitants. The country is surrounded by Tunisia and Algeria from the west Sudan, Niger, and Chad from the south and Egypt from the east. Desert covers nearly 90% of the country, with most cities and population along the coast in the north of the country. Libya is ranked as 59th out of 162 developed and developing countries, according to the world economic ranking (GPC, 2005; and NBI&D, 2006).

After the Libya's independent period, a group from the army took over and controlled the country in 1969. They called themselves the Revolutionary Command Council (RCC) and they ran the country for more than 40 years. It was the worst period and was known as the "black period of Libyan history". Many

Libyans were very poor in a country that had great resources. In February 2011 conflict started in Libya, and during the conflict many civilians were killed and injured. The National Transitional Council (NTC) took over and controlled the country to endorse a non-violent political shift to standardise economic conditions, to set out a general improvement agenda and to build a democratic government. The NTC got a lot of help and support from international countries following requests from the Libyan authorities, who were aiming to continue macroeconomic permanence and allow recognized organizations to emerge, with the intention of encouraging economic change and employment development (Chami, et al. 2012, pp. 1-28).

Libyan culture has changed slightly in the last decade; this means that culture forms people's awareness and attitudes (Mathaba, 2007). The shared culture of Libya as one of the North African countries and the Arab world characterizes the common beliefs, behaviours, values, language, and religion, with fast economic development. Libya is considered to be in a unique location in the North African region and history as well as in its features of cultural economic change. The language of the country is Arabic and Islam as a religion has connected the Libyan, North African and Arab world culture, which strongly links all phases of life amongst Muslims. Islam plays the key role in covering cultural values, political and social features (Twati, 2006). Therefore, Libyan culture has recently become very widespread, as Libyan society is beginning to acknowledge and understand the importance of other cultures (Elkhamas, 2006). Education in Libya is totally free for all Libyan people and is required from 6 to 18 years old. The education sector plays a crucial role in the development of the country as the government is trying to confirm the human resources qualifications that are required to help the development plan of the country (Clark, 2004). However, according to the Global Competitiveness Report (GCR) in 2006, the quality education system in Libya in regards to school facilities and teaching approaches is very poor, compared to the international standard (110 out of 111). Libya achieved universal change in 2007 and primary education was increased while gross secondary enrolment hit 94%. The adult literacy rate rose from 87% to 94% for men and 78% for women (AEO, 2012, p.11).

### 3. NOIOL

In order to discuss NOIOL, it is essential to provide a short explanation of the Libyan labour market and the economic system, and changes in the country.

As population in any country plays a significant part in providing labour to the market, it is a requisite for developing countries. The Libyan population is too small in comparison to some countries surrounding it, which has affected the availability of labour developing the country in different areas. According to the latest statistic report in 2007, the labour market in Libya is estimated to be 1,830,000 out of 5.7 million working in different sectors (<http://www.nationmaster.com/country/ly-libya/lab-labor>) 700,000 of them working in the government sectors, about 17% working in agriculture, 29% in industry (including mining, manufacturing, construction and power), as well as 54% in the service sector. This has led to greater dependency on foreign workers. Maguire (2007, pp. 6-14) and Abdulla (2010, p. 270) stated that most of

the professionals and administrators were foreign workers. Therefore, the Libyan government has tried to solve this issue and provide legal action to improve, invest and train Libyan labourers, in order to increase the percentage of Libyan workers, meet organizations' needs and reduce the high unemployment rate which exceeds 30% (www.loc.gov).

Developing collaboration and international relationships with international organizations will increase opportunities to grow labour skills in Libya, by opening their industrial sectors to foreign investors, which will lead to the government reducing the number of employees working in government sectors and reduce the unemployment rate by encouraging them to work in private and international businesses in Libya (Abdulla, 2010, pp. 270-271). Libyanisation requires that government and private businesses, particularly those representing international organizations in Libya will employ and recruit Libyan citizens first, according to Law No 5 in 1997 and for Promotion of Investment of Foreign Capital, as amended by Law No 7 in 2003, in Article No 7 point (2): to provide opportunities for employment of Libyan manpower and train them for gaining technical skills and experience" (PIB, 2010). African Economic Outlook (AEO) in 2012 stated that, in 2009 Libya was the second highest level of human resource development within the African region (AEO, 2012, p. 11).

Libyan economy was based on "let him work and go" after the country become independent, which gave more freedom to the people (Shernanna & El-Fergani, 2006, p. 22). The Libyan economy, before the period of oil discovery in 1960, was based only on agriculture, with a small number of industrial organizations. The Libyan economy changed rapidly after the discovery of oil (Arab Data Net, 2007; Jentleson and Whytock, 2006; Agnaia, 1997). It is the main source for increasing the economic aspect of the country, but other sectors such as manufacturing, construction, services, hotels, banking and agriculture failed to offer reliable alternative sources in developing the economy of the country.

In this regard, Libya is willing to play an important role in attracting NOIO to come to Libya and establish a full range of economic activities, in order to reach the highest levels of general growth with a greater access to global markets, and in the hope of raising living standards (Younes et al., 2013, p.19). Steps have been taken by the Libyan Government to promote investment in the non-oil sector, which will on one hand create more jobs and increase minimum wages, labour safety standards, etc. (Hartungi, 2006), and on the other hand will reduce the official unemployment rate which is running in excess of 30% (Political Risk Yearbook: Libya Country Report, 2009). But, Porter & Yergin (2006) stated that the Libyan non-oil sectors contributed only 40% of the Libyan Gross Domestic Product (GDP) whilst employing about 97% of the formal staff (Porter & Yergin, 2006, p. 5).

On achieving and increasing this, the Libyan government established a department called Privatisation and Investment Board (PIB) in 1998 under the control of the Ministry of the Economy, after the implementation of Law No5 in 1997 and its special provisions in 2003, (Law No. 5, 1997 for Promotion of Investment of Foreign Capital; Amended by Law No. 7, 2003); and with the finally amendment to (Law No. 9, 2010). This, encouraged foreign organizations to enter Libya by establishing branch offices, joint ventures, and representative offices or full businesses, as well as providing all the licenses, permits,

guarantees, incentives and facilitations to investors in simple procedures through the one-stop shop services office (PIB, 2013 & Younes et al., 2013, p. 19). The Libyan government took further steps to encourage international investors to come to Libya and undertake a full range of business in different sectors rather than oil; it announced that the government will spend about 150 billion dinars for the development of infrastructure, pointing to the availability of all the investment opportunities in various fields in Libya, according to a speech by the Secretary of General People's Congress for Economy (and Minister of Economy) in the International Conference on Trade and Investment on 30 March 2010 in Tripoli (<http://www.libyaalyoum.com>).

The reason the government is doing this is not because the country needs wealth, as the country has huge wealth in terms of oil and money, but to attract private sector expertise to create jobs and technology and to improve the opportunities for Libyan workers, as well as to reduce the country's dependence on oil and gas (Younes et al., 2013, p. 19).

#### **4. D&IMTDP in NOIOL**

Previously, a brief background of Libya, mainly relating to NOIO, was discussed. Next, D&IMTDP in NOIOL is reviewed. MTDP was unknown in Libya before independence in the 1950s, particularly within organizational activities, because the country was imperilled and occupied by many nations, such as the Greeks, Romans, Ottoman, and Europeans. But the importance of T&D and MTDP were recognized by the Libyan government after the period of independence. Thus, MTDP were started between the years 1953/1954 by the School of Public Administration, with the main idea of the programmes being to improve employees' skills and knowledge in the area of accounting and public administration (Younes et al., 2013, p. 20).

About 1,943 Libyan employees were trained in managerial subjects by universities, and about 4,181 employees were trained in 1500 training and developing centres (Abdulslam, 2011, p.111; Farley, 2005; Economic and Social Transformation Plane, Libya 1981/1985, p. 123, cited by Agnaia, 1997).

Therefore, the Libyan government, along with some other Arab and North African countries, made MTDP one of their priorities and remarked that developing and training managers or employees can lead to the achievement of HRD activities, as they invited experts from international organizations to study their organizational policies, structures, and practices with the aim of designing and applying MTDP into their public organizations (Mohammed, 2006; Abdulslam, 2011). However, previous studies (e.g. Ejigu & Sherif, 1994; Agnaia, 1997) indicated that organizations are still suffering and facing many issues and barriers related to MTDP, as some studies found that lack of well-trained personnel and ROI is woefully were some of the big problems that faced MTDP. Others specified that industrial sectors, for instance, are still not using their time and resources effectively in their MTDP. Therefore, improving MTDP is the key element to increase the skills, knowledge and abilities of their managers (Abdulslam, 2011). Moreover, Graisa & Al-Habaibeh (2011, p.556) found that there was a lack of T&D in the four Libyan cement factories, as only 19% of their staff have received T&D programmes and 68% have never received any.

With the object of presenting MTDP as a part of HRD activates previously, it is important to discuss one of the HRD cycle of activities, which is D&IMTDP in Libya and NOIOL. The D&IMTDP stage has to be conducted after T&D needs assessment and design have been identified. This stage brings trainees, providers and resources together. Achieving and adopting this stage is the vehicle of the MTDP procedure, therefore managers or employees should be prepared in this stage after the needs assessment implemented correctly (Elfazani, 2011).

No exact methods of D&IMTDP can be perfect; whilst one method might be more effective than another, all of them can be capable of and aimed to communicate specific skills and knowledge (Arthur & Bennett et al., 2003). However, Mondy (2010 & 1999) and Altarawneh, (2009) revealed that anyone delivering and implementing a T&D programme faces some barriers that have to be resolved to reach effectiveness; these, are: Managers sometimes have no time and are always too busy to think about T&D programme as a whole; Qualified MTDP providers are hard to identify and not easy for decision makers, as they have to understand management philosophy; Keeping data records is also one of the barriers that may face an organization when delivering and implementing T&D, because data can be valuable in order to assess programme effectiveness; and external D&IMTDP might be very expensive and cannot be attained.

An empirical study was made by Agnaia (1996) to attempt to examine D & IMTDP in the public sector in Libya. He found that 66.7% of companies applied on-the-job-training as a method to D&IMTDP, and 75.8% of the same companies used off-the-job-training as a method for their managers, while only 33.3% used external D&IMTDP. Similarly, Elfazani, (2011, p. 163) found that, in the banking sector in Libya, a massive number of T&D programmes were conducted internally, whether in the training centres in their banks or in local providers, whereas very few T&D programmes were conducted externally (outside Libya). Other studies from Arab researchers revealed similar finding and found that, 79% of the Jordanian banking sector delivered and implemented T&D programmes externally, and off-the-job-training was the second most frequently used method (74%), though on-the-job-training was occasionally the most used method in D&IMTDP at 58% (Altarawneh, 2009). Furthermore, Abdalla & Al-Homoud (1995), Al-Athari (2000), and Al-Ali (1999) found that Kuwaiti organizations (private and public) D&IMTDP internally either on or off-the-job-training (60% & 80%). In 2000 another study by Albahussain revealed that 99.7% and 88.3% of large and medium sized private manufacturing organizations in Saudi used on-the-job-training as a method to D&IMTDP.

International studies investigating D&IMTDP show that, the majority of Greek fabric organizations and small Hong Kong organizations use on-the-job-training (75.2% & 79.2%) in providing T&D to their staff, while Greek fabric organizations in which off-the-job-training has never been used to deliver T&D programmes represented 76.1% (Lau, 2010; and Panagiotakopoulos, 2011a). However, the manufacturing sectors in Saudi Arabia D&IMTDP for two main reasons: either during the recruitment process or when managers are promoted into higher positions (Albahussain, 2000). D&IMTDP requires a high level of communication among organizations and providers in order to ensure that MTDP are carried out effectively, and most decision makers involved in these activities strongly support MTDP according to

organizational plans and individual interest (Acton & Golden, 2003, p.138; Reid et al., 2004; Armstrong, 2006). Moreover, Emerald (2011, p. 29) stated that MTDP should be provided, delivered and available to all staff rather than delivered to a particular group or new employees being recruited.

Despite the fact that D&IMTDP has been studied above, it is still quite limited in NOIOL. Therefore, in this paper, questions were designed to investigate the current D&IMTDP situation in NOIOL within post-crises Libya (PCL).

## 5. Methods

In this paper, it was decided to investigate NOIOL from different sector, size and ownership. The conducted aim was to answer the following research questions:

- How was D&IMTDP applied by NOIOL?
- What methods NOIOL did apply to D&IMTDP?
- When and where was D&IMTDP implemented, and who received more MTDP?
- Do internal factors such as sector, size and ownership influence D&IMTDP, whether positively or negatively or not?
- Was MTDP effective?

150 questionnaires were distributed to all managerial levels ((heads of department, supervisors, heads of divisions and general managers) in 19 NOIOL to answer the above research questions. The questionnaire is a method which can be applied to obtain relevant information in regards to the topic, which is useful for asking a large number of participants (Gary, 2006; Breakwell et al., 2000). 91.3% of participants were male, and only 8.7% were female. The majority of managers hold Libyan nationality (97.3) and most participants were qualified. 47.3% of managers were working in manufacturing organizations (MS), 17.3% and 16.7% were from service and banking organizations (SS&BS), and 11.3% & 7.3% of managers were working in construction and hotel organizations (CS&HS). 38.7% of organizations were small sized (S), 23.3% were medium size organizations (M) and 38.0% were from large size organizations (L). And finally, 86% of organizations were working in Libya as joint venture and 14% were from international organizations.

SPSS software was used in this paper and different tests were implemented to obtain significant findings. Since ordinal data does not belong to a normal distribution, it is not correct to apply parametric approaches. A solution to this is to use non-parametric methods. In this study, a few non-parametric tests were conducted. The researcher used the Wilcoxon rank sum test, the Mann-Whitney test, Kruskal-Wallis one-way analysis of variance by ranks and the Chi-square test. The findings of some studies in relation to these factors will also be discussed.

Five Likert scales were conducted; the scales were coded as follows: Strongly disagree = 1 (STD), disagree = 2 (D), uncertain = 3 (U), agree = 4 (A), strongly agree = 5 (STA). The following shows how to define the extension of these scales, so that researcher can measure the response to each item. The extension is determined by  $5-1 = 4$ , and in order to identify the length of each scale (statement) the

researcher computes  $4 / 5 = 0.80$ . The upper limit for each cell is now determined by adding 0.80 to the code of agree, uncertain, disagree and strongly disagree. The following shows the range of each scale: 1 to 1.80 strongly disagrees; 1.80 to 2.60 disagrees; 2.61 to 3.40 uncertain; 3.41 to 4.20 agree and 4.21 to 5.00 represents strongly agree (Younes et al., 2013, p. 22).

Validity and Reliability tests were applied as one of the instruments for collecting the data. The tools of the measurement must be clearly understandable for all managers to make sure that the outcomes are truly about what they should be about.

- A questionnaire was distributed to the entire population in all organisations as the sample for this study, with a high reply rate (63%).
- A pre-test was conducted by academic and PhD students in one UK University to judge the content and validity of the questionnaire.
- 150 questionnaires were distributed and collected by the researcher from all managers to make sure that all questions were clearly understandable by participants. The researcher also left his contact details in case of misunderstanding of any of the questions provided.

In order to ensure the reliability of the questionnaire, all the required steps were undertaken.

- The questionnaire was reviewed and commented on by the supervision team, and was pre-tested with participants in the UK; the data collection was done in Libya.
- Since the entire research target groups were involved in the questionnaire survey, the sampling error was not reported.

To measure internal consistency between the matters of a specific question, Cronbach's alpha is applied. Therefore, Cronbach's alpha reliability constant lies between (0 & 1). A high value of Cronbach's alpha indicates that the items determine an underlying construct. For this study, our purpose is to measure the validity of the intended items for each question using Cronbach's alpha, and that has to be more than 0.50. As a result, the consistency was 0.66 to 0.69 which is good; the items of the questionnaire show, generally, a good degree of internal consistency; and hence the underlying items are clear and will be used to achieve the study objectives. In recording the findings, all scores will be acknowledged; nonetheless the scores that have significant outcomes, whether positive or negative, will be explained.

## 6. Research Findings

As MTDP delivery and implementation is one of the crucial stages within the training scale, managers were asked the following questions in this section:

- Which of the following methods has your NOIO used to D&IMTDP?
- Does the NOIO acquire any sort of external assistance from external providers and why?"
- When was MTDP delivered and implemented
- Do you agree or disagree with the methods that NOIO or external providers used?
- Was MTDP delivered and implemented effectively?

Based on the research questions, this section is divided into two parts; the first part covers the first three



research questions to answer the how, what, when, where, and who questions in D&IMTDP in NOIOL within the PCL situation. The second part of this section explores only internal factors such as size, sector and ownership of organizations that may influence the D&IMTDP within the selected organizations. Therefore only significant and insignificant finding will be presented in both sections.

#### *6.1 Answering the W/H Questions in Regards to D&IMTDP*

This part contains the findings of W/H questions, which are examined and discussed next:

Participants were asked which of the following methods for D&IMTDP were applied in their organizations. As Table 1 show:

**Table 1. Methods used by organizations to D&IMTDP**

<b>Forms</b>	<b>Yes</b>	<b>N</b>	<b>Yes %</b>	<b>P-value (SPSS)</b>
on-the-job training	65	150	0.433333	0.957
off-the-job training	36	150	0.240000	1.000
on & off- the-job training	64	150	0.426667	0.970
external training (outside their organizations)	95	150	0.633333	0.001

From the above table the Proportion test showed that there were very highly significant results in external training form as 95 of 150 managers said that form was applied the most in NOIOL, and where P-value was 0.001 which is less than 0.05. The second form was on-the-job training and on and off-the-job training. However, 24% of the participants revealed that their organization never provided off-the-job training. It could be stated that all forms were applied D&IMTDP.

In this context, Al-Ali (1999) in Kuwait found that 70% of Kuwaiti organizations applied external training to deliver and implement T&DP to their employees. Moreover, 79% of the Jordanian banking sector delivered and implemented T&D programmes externally, and off-the-job-training was the second most used method (74%), though on-the-job-training was occasionally the method used in D&IMTDP (58%) (Altarawneh, 2009). However, Elfazani, (2011, p.163) found, in banking sector in Libya, that a massive number of T&D programmes were conducted internally, whether in their training centres in their banks or in local providers, whereas very few T&D programmes were conducted externally. Similarly, Agnaia (1996) demonstrated that 66.7% and 75.8% of participants were trained either on-the job or off-the job respectively, and only 33.3% of managers received training from external providers in Libyan organizations. Also, other empirical studies by Abdalla & Al-Homoud, (1995) and Al-Athari (2000) in Kuwait organizations and Albahussain (2000) in Saudi large and medium sized private manufacturing organizations indicated that, organizations in Kuwait, regardless of whether they were private or government organizations, trained their managers either on-the job (60%) or off-the-job (80%). In addition Saudi organizations used on-the-job-training as a method to D&IMTDP.

The majority of managers stated above that their organizations provide external training whether inside the country or outside the country. The following question was asked: “does your organization acquire any sort of external assistance and why?” Table 2 provides the answers.

**Table 2. The sort of assistance acquired by external providers to D&IMTDP**

	Yes	N	Yes %	P-value
external assistance	99	150	0.660000	0.001

66% of the managers indicated that their organizations get some assistance from external providers to D&IMTDP, and the rest stated that their organization never asked for assistance from external providers. In the above table the result of the proportion test was statistically significant the p-value was equal to <0.001.

The following question was also asked to participants when do their organizations D&IMTDP?

**Table 3. When MTDP was delivered and implemented**

When	Yes	N	Yes %	P-value
New employee has been recruited.	43	150	0.286667	1.000
A new technology method is updated.	86	150	0.573333	0.043
After performance assessments.	57	150	0.380000	0.999
When new legislation has been implemented.	39	150	0.260000	1.000
They are improving service standards.	61	150	0.406667	0.991
There is a team development.	23	150	0.153333	1.000
There is individual progression.	64	150	0.426667	0.970
A worker has been promoted.	39	150	0.260000	1.000
A worker has been dismissed.	5	150	0.033333	1.000

The main significant reason chosen by participants when the researcher asked when D&IMTDP was applied is that a new technology method is updated (0.57%) where the p-value was less than .05 (0.043). but the rest of the categories were statistically insignificant. This finding seems to be consistent with what other Arab researchers found.

Albahussain (2000) found that the two main reasons MTDP was implemented was because either a new manager was recruited or new technology was being introduced or updated; the least likely reasons to implement MTDP was managers being promoted to fill a new position and managers themselves requesting training.

After the only significant reason provided above in relation to when MTDP was delivered, and in order to make the picture clearer, participants were asked whether they agree or disagree with the methods that

their organizations or external providers applied in order to D&IMTDP, as presented in Tables 4a and 4b. From the Table 4a it can be seen that 17.3%, 15.3% and 14.7% of all participants agreed that lectures, coaching, job rotation, and computer training were the most frequently used D&IMTDP methods in NOIOL. The second most commonly used methods were seminars/ conferences and group work; this represented 13.3% and 11.3%, while managers were uncertain or disagreed with some methods where the p-value were over 0.05. Similar results were found in Libyan and Jordan organizations, as Altarawneh (2005) in Jordan and Agnaia (1997) in Libya found that lecture and coaching were the main methods used in their selected organizations and computer and job rotation were found to be less popular methods (Altarawneh, 2005, p. 238; Agnaia, 1997). Therefore, there have been a number of studies that have attempted to measure managers' T&D, Acton and Golden (2003) felt that one of the most important questions to ask was who the provider of T&D programmes is? This is because a certain programme method may be more beneficial to an organization compared to another (Acton & Golden, 2003, p. 340).

**Table 4a. Methods used by NOIO**

Methods	Std		D		U		A		STA		Median	Z	P-value
Lectures	F	P	F	P	F	P	F	P	F	P	3.0000	-1.529	0.126
	19	12.7	22	14.7	20	13.3	26	17.3	19	12.7			
Seminars/ conferences	13	8.7	26	17.3	19	12.7	20	13.3	11	7.3	3.0000	-2.600	0.009
Group work	9	6.0	24	16.0	21	14.0	17	11.3	10	6.7	3.0000	-2.254	0.024
Individual projects	11	7.3	24	16.0	28	18.7	8	5.3	7	4.7	3.0000	-4.188	0.001
Role playing	11	7.3	25	16.7	16	10.7	11	7.3	9	6.0	2.5000	-3.161	0.002
Games	9	6.0	22	14.7	14	9.3	6	4.0	4	2.7	2.0000	-4.124	0.001
Case studies	10	6.7	27	18.0	17	11.3	9	6.0	9	6.0	2.0000	-3.363	0.001
Computer training	11	7.3	21	14.0	19	12.7	22	14.7	21	14.0	3.0000	-.108	0.914
Interactive video.	9	6.0	23	15.3	20	13.3	10	6.7	14	9.3	3.0000	-1.882	0.60
Coaching	9	6.0	20	13.0	15	10.0	23	15.3	8	5.3	3.0000	-1.617	0.106
Job rotation	9	6.0	21	14.0	14	9.3	23	15.3	7	4.7	3.0000	-1.930	0.054

**Table 4b. Methods used by external providers**

Methods	Std		D		U		A		STA		Median	Z	P-value
Lectures	F	P	F	P	F	P	F	P	F	P	4.0000	-.553	0.581
	9	6.0	16	10.7	11	7.3	19	12.7	20	13.3			
seminars/ conferences	10	6.7	17	11.3	12	8.0	29	19.3	14	9.3	4.0000	-.007	0.994
group work	10	6.7	16	10.7	19	12.7	21	14.0	6	4.0	3.0000	-1.848	0.065
individual projects	12	8.0	16	10.7	16	10.7	7	4.7	6	4.0	3.0000	-3.452	0.001
role playing	10	6.7	15	10.0	20	13.3	9	6.0	5	3.3	3.0000	-3.233	0.001
games	7	4.7	11	7.3	12	8.0	9	6.0	1	.7	3.0000	-3.034	0.002
case studies	12	8.0	14	9.3	17	11.3	14	9.3	6	4.0	3.0000	-2.576	0.010
computer training	11	7.3	14	9.3	16	10.7	17	11.3	11	7.3	3.0000	-1.199	0.230
interactive video	9	6.0	14	9.3	17	11.3	7	4.7	6	4.0	3.0000	-2.849	0.004
coaching	11	7.3	12	8.0	11	7.3	21	14.0	7	4.7	3.0000	-1.261	0.207
job rotation	10	6.7	13	8.7	12	8.0	13	8.7	4	2.7	3.0000	-2.566	0.010

MTDP methods used by external providers are presented in Table 4b above; a significant p-value was found from the Wilcoxon signed ranks test, as the table shows that 19.3%, 14.0%, and 13.3% of managers strongly agreed/agreed with using seminars/ conferences, group work, coaching, and lectures. On the other hand, individual projects, and job rotation were hardly used as MTDP methods by the external provider. These outcomes are consistent with some Arab studies such as Albahussain's study, in which seminars/conferences and lectures were found to be the most popular technique applied by external providers (Albahussain, 2000). These findings are different from a study done by Read & Kleiner (1996) in the US, which showed that slightly different methods were preferred in US organizations, such as videotapes, role playing, games, lectures, case studies, audio tapes, films, one-to-one training, instruction, slides, and computer (Read & Kleiner 1996, pp.25-28). Most Arab countries, Libya included, tend to use more traditional methods such as lectures because they have limited or no experience in using advanced methods (Agnia, 1997).

It could be said that the reason why some MTDP methods were not used could be because organizations or external providers in Libya are not familiar with new methods; participants have no belief that these methods will bring value, and practical methods are seen as a waste of time and money. In context with the above findings, Arthur and Bennett et al. (2003) stated that no single MTDP method is perfect; one method might be more effective than another to deliver a T&D programme, as all of them can be capable

of and aimed at communicating specific skills and knowledge. Lau (2010) added that training methods are conducted and combined in order to deliver better MTDP results and outcomes. Therefore the choice of MTDP methods, whether applied by the organizations or by external providers, have to depend on the aims, materials and equipment, participants' background, skills and abilities, preferred methods and finally the time allocated for MTDP. Thus, if all the above points are considered, great results can be achieved.

However, Mondy (2010 & 1999) and Altarawneh (2009) said that delivering and implementing a T&D programme faces some barriers that must to be resolved to reach an effective delivery and implementation stage, and they are as follow:

- Managers sometimes have no time to think about a T&D programme as whole.
- Qualified MTDP providers are hard to identify and this can be difficult for decision makers, as they have to understand management philosophy.
- Keeping data recorded is also one of the barriers that may face an organization when delivering and implementing T&D, because data can be valuable in order to assess programme effectiveness.
- D&IMTDP externally might be very expensive and cannot be attained.

Participants were asked whether their NOIO delivered and implemented MTDP effectively or not.

Table 5 shows whether or not MTDP was delivered and implemented effectively in organizations. 28.7% of all participants agreed that MTDP was delivered and implemented effectively. However, 28.7% of all managers were uncertain as to whether MTDP was implemented effectively. However, the Wilcoxon signed ranks test results shows that, the p-value was <0.006, and the Z value was -2.742, which means that the p-value is significant and less than 0.05.

**Table 5. “My organization has delivered and implemented MTDP effectively”**

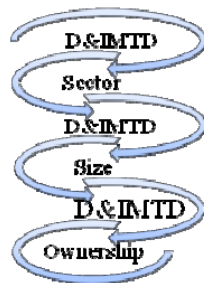
Std		D		U		A		STA		Median	Z	P-value
F	P	F	P	F	P	F	P	F	P	3.0000	-2.742	0.006
24	16.0	27	18.0	45	28.7	43	28.7	11	7.3			

This is because some managers had mixed views whilst others agreed that MTDP was implemented effectively. Therefore, in order to deliver and implement MTDP effectively, decision makers involved in the MTDP process must strongly support it (Acton & Golden, 2003, p.138). Moreover, MTDP can be effective if organizations increase the skills and the abilities of their candidates equally. Emerald (2011, p.29) believes that in order for T&D programmes to be effective they should not just be given to a certain group or new starters; training and development should be available to all levels of the organization (Emerald, 2011, p. 29). The managers who are ready for MTDP have to be carefully chosen. Managers that are willing to attend the programme have to believe that MTDP is very important to them as it will allow them to achieve their goal.

## 6.2 Internal Factors that Influence D&IMTDP either Positively or Negatively within Organizational Contexts

This paper also studies some factors that may influence the effectiveness of D&IMTDP, as the delivery stage will not go smoothly or effectively without considering some of the factors that may influence MTDP positively or negatively. The factors are grouped as follow:

- External factors: these include social, political, economic and some other factors that the organization does not have direct control over.
- Specific factors: for example, providers, customers, etc.; these are factors that the organization may have influenced.
- Internal factors: These are factors within the organization; these factors are the main focus in this paper and include organizational size, sector and ownership (Sng, 2008 & Carlisle et al., 2011).



**Figure 1. Internal factors that may influence D&IMTDP in NOIO**

In this context, Briscoe et al. (2012) believed that there are certain factors that influence MTDP. The factor they thought influenced MTDP the most was organizational size, as they discovered that small and large organizations both do T&D. However, only three internal factors are covered in this paper (see Figure 1): size, sector, and ownership of the organizations.

### 6.2.1 Positive and Negative Influence Findings

Several techniques can be used in the delivery and implementation of MTDP by NOIO in Libya. This study assumes that organizational sectors, size, and ownership are positively influenced by D&IMTDP in NOIO in Libya.

The above same questions (refer to Section Six) were asked of all managers in regards to D&IMTDP to see whether positive or negative influence can be found within the three internal factors.

There is a high positive association between the methods used to deliver and implement MTDP and the factors. Therefore, responses from CS (11 out of 17) and BS (15 out of 25) revealed that both on and off-the-job training was the most chosen method. On-the-job-training was chosen as the method applied by S and IO (36 out of 58 and 15 out of 21), which positively influenced D&IMTDP.

Vinten's (2000) finding is in line with this study, as he revealed that 90% of 300 organizations use both on and off-the-job training to deliver training programmes both formally and informally. Furthermore, Lau (2010) believes that many training methods are implemented and integrated in order to deliver better

MTDP results and outcomes. External training is unquestionably the most common training used by all sizes of organization (S= 44 out of 71; M= 9 out of 17; and L= 23 out of 26) and some sectors (MS = 44 out of 71; SS= 23 out of 26; & BS = 15 out of 25) where the p-values were less than 0.05, which is statistically significant (refer to Table 1 above). Negative influence was also found as some NOIO were not applying some methods, as Table 6 presents.

However, Al-Ali's study (1999) demonstrated differently; 70% of Kuwaiti organizations D&IMTDP externally. Other Arab and Libyan researchers also discovered variations in their findings, such as Al-Athari (2000); Agnaia (1996) and Abdalla & Al-Homoud (1995). Their studies indicated that 66.7% and 60% of selected organizations in Libya and Kuwait provide both on-the-job training and off-the-job training and MTDP to their managers.

**Table 6. Summarized results for the negative influence of methods used to D&IMTDP in relation to all factors**

Org Sectors, Size, & Ownership	No	Yes	Total	p-value	influences
Both on and off-the-job-training					
MS	47	24	71	0.044	Negative
SS	15	11	26		
HS	8	3	11		
External training(outside your organisations)				0.022	
HS	7	4	11		
On-the-job-training					
M	20	15	35	0.001	
L	43	14	57		
Jvo	79	50	129	0.005	

For those who chose external training as a method for D&IMTDP (refer to Table 1) and, for the 99 managers out of 150 who answered "yes", that their organizations acquire some sort of assistance from external providers (refer to Table 2), managers were then asked the same question above to specify why their organizations required assistance.

Statistically speaking there were high significant p-values (0.036, & 0.022) as summarized in Table 3 above. Positive relationships occurred between other sectors when the two above statements were presented (refer to Table 3); this is because managers believe that the two statements provided are the only statements that let their organizations ask for assistance from external providers to D&IMTDP. While negative influence was also discovered as managers who work in CS said there was a lack of skills and experience within internal provision, and they may learn better away from their usual work environment, which clearly indicates that there is a need for CS to improve their abilities and skills so

that they are able to provide and deliver MTDP internally and to save time and cost.

Managers were also asked when NOIO deliver and implement MTDP. Significant finding were only found in organizational ownership factors where the p-value was 0.038, as presented in Table 7.

Only negative influence was found within the ownership internal factors, as they do not D&IMTDP when a new manager has been recruited. Therefore, the ownership of the organizations has to take into account the above statement because when new employees or managers are recruited, training courses should be provided

**Table 7. Summary of the negative influence results for when MTDP was delivered in relation to ownership of the organizations**

Org Ownership	No	Yes	Total	p-value	Influences
New manager has been recruited				0.038	Negative
Jvo	96	33	129		
Io	11	10	21		

In contrast, Albahussain (2000) found that privet organizations in Saudi Arabia D&IMTDP when new employees or managers are recruited.

After the above findings were discovered, it was also useful to review the range of methods used by external or internal providers to D&IMTDP, as shown in Table 8 below. The results suggested that there were highly positive significant correlations between organizational sectors and the methods used by their organizations and external providers to D&IMTDP.

Methods used by NOIO have been revealed to be statistically significant from the Kruskal-Wallis test. The p-values were (0.001, 0 .030 and 0.039), which is less than 0.05.

The previous section's findings revealed that case studies, interactive video, and job rotation were positively influence methods that were used internally by the construction, hotel, and banking sectors.

Also seminars/conference, games, and case studies were used positively by external providers in some sectors (see Table 8 below), whilst the rest of the findings reflect negatively on the methods, as they were not applied.

**Table 8. Summarized positive influence results of organizational sectors on methods used by organizations and external providers to D&IMTDP**

1: By NOIO										
Or	Std	D	U	A	Sta	Media	P-valu	influence		
g						n	e	s		
Sec										
	F	P	F	P	F	P	F	P	0.001	Positive



Case studies	C S	0 0	1 5.9	2 11.	2 11.	4 23.	4.0000	
	H S	0 0	1 9.1	0 8	1 8	1 5	4.0000	
				0	9.1	9.1		
Interactive video	C S	0 0	1 5.9	3 17.	2 11.	3 17.	4.0000	0.030
	H S	0 0	1 9.1	0 6	1 8	1 6	4.0000	
				0	9.1	9.1		
Job rotation	C S	0 0	1 5.9	1 5.9	2 11.	1 5.9	4.0000	0.039
	H S	0 0	1 9.1	0 0	2 8	2 18.	4.0000	
	B S	0 0	3 12.0	2 8.0	7 18.	1 2	4.0000	
					2	4.0		
					28.			
					0			
<b>2: By external provider</b>								
Seminars/conference	C S	0 0	1 5.9	4 23.	1 5.9	1 5.9	4.0000	0.019
	B S	2 8.	3 12.	6 5	2 8.0	1 4.0	4.0000	Positive
		0	0	24.				
				0				
Games	C S	0 0	1 5.9	2 11.	2 11.	4 23.	4.0000	0.005
	H	0 0	1 9.1	0 8	1 8	1 5	3.5000	
	S			0	9.1	9.1		
Case studies	C S	0 0	1 5.9	3 17.	2 11.	3 17.	3.5000	0.049
	H	0 0	1 9.1	0 6	1 8	1 6	4.0000	
	S	2 8.	4 16.	4 0	1 9.1	4 9.1	4.0000	
	B S	0	4	16.	4.0	16.		
				0		0		

In the present findings, it can be observed that new methods were used by internal and external providers to D&IMTDP in one way or another. Empirical evidence from Atiyyah (1993) revealed that in Arab organizations T&D methods were quite limited and lectures were used as the most frequently applied method, followed by case studies and group discussions. However, other methods such as games, role playing, stimulations, seminars/conferences and exercises were hardly used because trainers were not familiar with these new techniques. This contradicts findings from Eritrea by Fitsum & Luchien, (2007) who found that even if new techniques are introduced, managers and employees were confident with T&D programmes (Fitsum & Luchien, 2007). Therefore, as mentioned earlier, it is imperative for managers to be involved in every aspect of the MTDP process.

## 7. Conclusion

D&IMTDP has improved frequently in Libya based on the information provided, and analyzing organizations according to their size and sector is more accurate than by the ownership of the organization. The organizations questioned in this study tend to do more external training than internal training and organizations have often asked for some sort of assistance in providing MTDP from external providers. In other words, in Libya the NOIO frequently use the above methods, as the responses were chosen by more than 50% of participants. In the context of this study, research in UAE focusing on large organizations was carried out by Wilkins (2001), who found that 67% of organizations D&IMTDP, and the programmes targeted national managers.

From the findings in this paper, it can be said that it is essential that NOIO in Libya has to take into consideration the delivery and implementation of MTDP. It is still not the most important and critical part of the training and development activities in Libyan organizations that are not carrying out the full procedure correctly based on some models. The findings showed that on and off-the-job- training was applied in some organizations, but most organizations preferred to send their managers away to train them externally using external providers, and ask for assistance from external providers. Libyan organizations delivered and implemented MTDP when a new technology method was updated, individual progression, to improve service standards, and after performance assessments were carried out. The most applied methods to D&IMTDP by Libyan organizations were lectures, coaching, job rotations and computer training, whilst seminars/conferences, group work, coaching, lectures, and computer training were the most used methods by external providers. Only 43 participants said that D&IMTDP were effectively applied in their organization based on their points of view; the rest were either uncertain or disagreed with the statement.

## 8. Limitations and Direction for Future Research

D&IMTDP is one of the most crucial stages after MTDP needs assessment within the training cycle. Due to limited resources and time, a questionnaire was used as an instrument to collect the necessary data, and distributed to cover only the managerial level across 19 NOIO. Perhaps an interview or observations as extra instruments, and studying the entire population could help to improve the reach to a large audience and could be meaningful. In future, external factors such as politics, economic and culture could be investigated as to whether factors influence D&IMTDP or not, as this study has only applied some internal factors (size, sector and ownership). Further investigation can be extended to cover national organizations.

Thus, it can be suggested that, decision makers in NOIO have to apply more MTDP methods rather than staying with some of the methods mentioned above, which can lead to the right plan and implementation of the process, as the validity of using one method may be questionable. NOIO are advised to target some managers who have been working in their organizations for a long time to increase their skills and abilities in their function and to improve their internal centres.

It could be said that it is very important for organizations and managers to know at an early stage about where MTDP should be delivered and implemented, whether it is implemented within the organizations, as either on-the-job or off-the-job training, or outside the organization, which relies on external training. Therefore, MTDP in NOIO have been immersed in serious issues and problems. MTDP has to be considered more seriously, as managers should be seen as the focal body of any organizations; especially when they have key effective abilities, skills, attitudes and knowledge to influence their organization's results.

## References

- Abdalla, I. A., & Al-Hamoud, M. (1995). A Survey Of Management Training And Development practices *Journal Of Management And Development*, 14(3), 14-25.
- Abdulla, S., & Ahmed, M. (2010). An Empirical Analysis Of Libyan Business Environment and Foreign Direct Investment. Phd Thesis, Durham University. Retrieved from Durham E-Theses <http://etheses.dur.ac.uk/462/> [Accessed 14.01.2103]
- Abdullah, H. (2009). Definitions Of HRD: Key Concepts From A National And International Context European. *Journal of Social Sciences*, 10(4).
- Abdulslam, A. (2011). The Path To HRD: An Investigation Of Training And development Practices In The Libyan Manufacturing Sector In 21st Century. Phd Thesis. Business School, University Of Gloucestershire, UK
- Acton, T., & Golden, W. (2003) Training The Knowledge Worker: A Descriptive Study Of Training Practices In Irish Software Companies. *Journal Of European Industrial Training*, 27(2), 137-146.
- African economic outlook (AEO). (2012). Retrieved from <http://www.africaneconomicoutlook.org/en/> [Accessed 15.01.2013]
- Agnaia, A. A. (1997). Management Training And Development within Its Environment: The Case Of Libyan Industrial Organizations. *Journal of European Industrial Training*, 21, 117-123.
- Al-Ali, A. A. S. (1999). Training And Development Practices And Related Organizational Factors In Kuwaiti Organizations; An Investigation Of The Policies And Practices Of Kuwaiti Government And Private/Joint Venture Organizations Towards Training And Development And Organizational Related Factors, Phd Thesis, Management Centre. Bradford University of Bradford.
- Al-Athari, A. (2000). The Impact Of Multimedia Based Training On Employee Training Effectiveness And Organizational Performance. Unpublished Phd Thesis, Bradford University.
- Albahussain, A. (2000). Human Resource Development: An Investigation into The Nature And Extent Of Training And Development In The Saudi Private Manufacturing. Phd Thesis, Bradford University.
- Altarawneh, I. (2009). Training and Development Evaluation in Jordanian Banking Organizations. *Research and Practice In Human Resource Management Journal*, 17(1), 1-23.
- Altarawneh, I. I. (2005). Training and Development Effectiveness: Practices, Roles and Impacts on

- Performance in Jordanian Banking Organisations. Ph.D., Huddersfield University Business School.
- Anderson, V., & Gilmore, S. (2010). Learning, Experienced Emotions, Relationships and Innovation. *Journal Of European Industrial Training*, 34, 753-771.
- Arab Data Net. (2007). Libya, Economic Review. Retrieved from <http://Www.Arabdatanet.Com/Country/Profiles/Profile.Asp?Ctryname=Libya&Ctryabbrv=Li&Navtitle=Economic%20Review> [Accessed 10.01.2013]
- Armstrong, M. (2006). *A Hand Book Of /Man Resource Management Practice* (10th ed.). London: Kogan Page.
- Arthur, Jr. W., Bennett Jr, W., Pamela, S. E., & Suzanne, T. B. (2003). Effectiveness of Training in Organizations: A Meta-Analysis of Design And Evaluation Features. *American Psychological Association*, 88(2), 234-245
- A Speech by the Secretary of General People's For Economy (And Minister Of Economy) In The International Conference On Trade And Investment. (2010). In Tripoli. Retrieved from <Http://www.Libyaalyoum.Com/Look/Article.Tpl?Idlanguage=17&Idpublication=1&Nrarticle=26563&Nrissue=1&Nrsection=3> [Accessed 01.04.2010]
- Atiyyah, H. (1993). Management development in Arab countries: the challenges of the 1990s. *Journal of Management Development*, 12(1), 3-12.
- Breakwell, G .M., Hammond, S., & Fife-Schaw, C. (2000). *Research Methods in Psychology* (2nd ed.). London: Sage Publications
- Briscoe, D. R., Schuler, R. S., & Tariqu, I. (2012). *International human resource management: Policies and practices for multinational enterprises* (4th ed.). New York; London, Routledge.
- Buckley, R., & Caple, J. (2007). *The Theory and Practice Of Training* (5th ed.). Kogan Page London.
- Carlisle, J., Bhanugopan, R., & Fish, A. (2011). Training Needs Of Nurses In Public Hospitals In Australia: Review Of Current Practices And Future Research Agenda. *Journal of European Industrial Training*, 35, 687-701.
- Chami, R., Al-Darwish, A., Cevik, S., Charap, J., George, S., Gracia, B., Gray, S., & Pattanayak, S. (2012). Libya Beyond The Revolution: Challenges And Opportunities. Middle East And Central Asia Department. Washington, D.C. International Monetary Fund. Retrieved from <http://www.Imf.Org/External/Pubs/Ft/Dp/2012/1201mcd.pdf>. [Accecced 16.01.2013]
- Clark, N. (2004). Practical Information, Education in Libya. Retrieved from <http://Www.Wes.Org/Ewenr/04July/Practical.Htm> [Accessed 10.01.2013]
- Dowling, P. J., & Welch, D. (2004). *International Human Resources Management: Managing People in Multinational Context* (4th ed.). Thomson Learning, London.
- Elfazani. M. M. F. (2011). An Investigation Of Training And Development Programmes In Libyan Banking Organizations: A Case Study Approach. Unpublished Phd Thesis. The University Of Gloucestershire
- Elkhammas, E. A. (2006). Medical Ethics in Libya: Where To Start. *LJM*, 1, 1-2.

- Ejigu, M., & Sherif, M. (1994). Towards Management Reform Programme In Libya. Tripoli, The UNDP/MDP Reconnaissance Mission.
- Farley, R. (2005). *Planning For Development In Libya*. New York, Prager Publishers.
- Fitsum, G., & Luchien, K. (2007). Employee Reactions To Human Resource Management And Performance In A Developing Country: Evidence From Eritrea. *Personnel Review*, 36, 722-738.
- Gary, D. E. (2006). *Doing Research in the Real World*. London: Sage Publications
- Gcr. (2006). Global Competitiveness Report (2005-2006) Cologny/Geneva Switzerland, The World Economic Forum.
- Gpc. (2005). General Public Committee Annual Congress Report Tripoli, Libya.
- Graisa, M., & Al-Habaibeh, A. (2011). An Investigation Into Current Production Challenges Facing The Libyan Cement Industry And The Need For Innovative Total Productive Maintenance (Tpm) Strategy. *Journal Of Manufacturing Technology Management*, 22, 541-558.
- Hartungi, R. (2006). Could Development Countries Take The Benefit Of Globalizations? *International Journal Of Social Economics, Emerald Group Publishing Limited*, 33(11), 728-743. Retrieved from <http://dx.doi.org/10.1108/03068290610705652>
- Jentleson & Whytock, C. A. (2006). Who Won Libya, the Force-Diplomacy Debate and Its Implications for Theory And Policy. *International Security*, 30, 47-86.
- Lau, A., K. W. (2010). Training Needs Of Purchasing And Supply Management Personnel In Hong Kong. *Journal of European Industrial Training*, 34, 400-415.
- Maguire, J. F. (2007). *Report on Survey Of Wages And Salaries In The Libyan Arab Republic* (pp. 6-14). Tripoli.
- Mathaba. (2007). Islam in the Libya. Retrieved from <http://www.mathaba.net/info/islam.htm> [Accessed 13.01.2013]
- Mohamed, A. (2006). Arab and Libyan Management Aspects. *Journal Of Management*, 6(4), 45-102.
- Mondy, R. W. (2010). *Human Resource Management* (11th ed.). Pearson/Prentice Hall, Upper Saddle River, NJ.
- Mondy, W., Noe, M., & Premeaux, R. (1999). *Human Resource Management* (7th ed ). London: Prentice-Hall International.
- National Board for Information And Documentation (NBI&D). (2006). Retrieved from <http://www.geohive.com/cntry/libya.aspx> (may 22, 2012)
- Nationalmaster.com. Retrieved from <http://www.nationmaster.com/country/ly-libya/lab-labor> [Accessed 23/06/2013]
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2006). *Human Resource Management: Gaining A Competitive Advantage* (6th ed.). Mcgraw-Hill Irwin, Boston, MA.
- Panagiotakopoulos, A. (2011a). Barriers To Employee Training And Learning In Small And Medium-Sized Enterprises (Smes). *Development And Learning In Organizations*, 25, 15-18.
- Political Risk Yearbook: Libya Country Report. (2009). Preceding Pu-1-16, 61p, 17 Charts, 7 Graphs, 1

- Map. (AN 36117860)
- Porter, M. E., & Yergin, D. (2006). *National Economic Strategy: An Assessment of the Competitiveness of Libya*. Monitor Group.
- Privatization & Investment Board (PIB) Amended To Law No (9) By The Libyan Government. (2010). Retrieved from <http://investinlibya.ly/pdf/law9.pdf> [Accessed 23.06.2013]
- Privatization & Investment Board (PIB). Retrieved from [http://investinlibya.ly/PDF/Law%20No.9\\_En.pdf](http://investinlibya.ly/PDF/Law%20No.9_En.pdf) [Accessed on 23/12/2010]
- Read, W. C., & Kleiner, H. B. (1996). Which Training Methods Are Effective? *Management Development Review*, 9(2), 24-29.
- Reid, M. A., Barrington, H., & Brown, M. (2004). Human Resource Development (7th ed.). London: Chartered Institute of Personnel and Development.
- Shernanna, F., & Elfergani, S. (2006). Partnership System In Production (In Arabic). *Studies Journal*, 16, 19-23.
- Sng, B. B. (2008). Surface Or Deep Change? How Is A Curriculum Change Implemented At Ground Level? *International Journal of Educational Management*, 22, 90-106.
- Stewart, J., & Mcgoldrick, J. E. (1996) *Human Resource Development Perspectives, Strategies and Practice London*. Prentice Hall.
- Sundarajan, S. (2007). Employees' Attitude towards Training And Development In Private Sector Industries. *Indian Journal of Training And Development*, XXXVII(3), 45-50.
- Swanson, R. A., & Holton, E. F. (2008). *Foundations of Human Resource Development*. San Francisco, Berrett-Koehler Publishers Inc.
- Taplin, I. M., & Winterton, J. (2007). The Importance Of Management Style In Labour Retention. *International Journal Of Sociology And Social Policy*, 27, 5-18.
- The Hofstede Center. Arab World (Eg,Iq,Kw,Lb,Ly,Sa). Retrieved from <http://geert-hofstede.com/arab-world-egiqkwlblysa.html>. [Accessed 13.01.2013]
- Trehan, K., & Rigg, C. (2011). Theorising Critical HRD: A Paradox Of Intricacy And Discrepancy. *Journal of European Industrial Training*, 35(3), 276-290.
- Twati, J. M. (2006). Societal and Organizational Culture And Adoption Of Management Information System In Arab Countries. Phd Theses. Brisbane University, Australia.
- Vinten, G. (2000). Training In Small- And Medium-Sized Enterprises. *Industrial and Commercial Training*, 32, 9-14.
- Wilkins, S. (2001). Management Development In The Arab Gulf States – The Influence Of Language And Culture. *Industrial And Commercial Training*, 33, 260-266.
- Younes, A., Stewart, J., & Kyriakidou, N. (2013). MTDPA in Non-Oil International Organizations in Libyan Post Crisis. *Business and Management Research*, 2(1), 18-30. <http://dx.doi.org/10.5430/bmr.v2n1p18>